DOCUMENT RESUME

ED 145 774 HE 009 358

AUTHOR	Sabo, Joseph M.; And Others
TITLE	An Analysis of Selected Attitudes and Opinions as Expressed by Graduates of Bethel College and their Parents Concerning this Institution.
INSTITUTION	Bethel Coll., Mishawaka, Ind.; Indiana Univ., South Bend.
PUB DATE	May 77
NOTE	61p.
AVAILABLE FROM	Bethel College, 1001 W. McKinley Ave., Mishawaka, Indiana 46544
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Academic Achievement; *Alumni; *Church Related Colleges; College Choice; College Housing; Emotional Development; Facility Expansion; Financial Support; Graduate Surveys; Higher Education; *Parent Attitudes; Physical Development; Physical Education; *Private Colleges; Questionnaires; Religious Differences; Social Development; Student Attitudes; Student Behavior; Student Development; Student Financial Aid; Vocational Education
IDENTIFIERS	Bethel College IN

ABSTRACT

Five graduate students of Indiana University undertook an attitude study of Bethel College alumni and their parents in early 1977. Two questionnaires were developed by an independent consulting firm for use in the study. Data were analyzed by computer. The questions concerned: alumni giving; financial support of the student; housing; student development; academic preparation; preparation for future life roles; physical development and education; two-year vocational programs; new facilities; rules of conduct and their enforcement; college choice; and religious background. A bibliography and the two survey instruments are included. (MSE)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED145774

AN ANALYSIS OF SELECTED ATTITUDES AND OPINIONS AS EXPRESSED BY GRADUATES OF BETHEL COLLEGE AND THEIR PARENTS CONCERNING THIS INSTITUTION

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Author

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

May, 1977

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

HE009358

AN ANALYSIS OF SELECTED ATTITUDES AND OPINIONS AS EXPRESSED BY GRADUATES OF BETHEL COLLEGE AND THEIR PARENTS CONCERNING THIS INSTITUTION

Data summarized from an Instrument

Prepared and Administered

by Compro, Inc.

by

Joseph M. Sabo

Verlyn L. Nofziger

Jan B. Emmons

Jeanine M. Sabo

Lois E. Smith

Student Portion of Study Directed by

Charles R. DuVall

Bethel College
Mishawaka, Indiana
and

Indiana University at South Bend
South Bend, Indiana

May, 1977

TABLE OF CONTENTS

CHAPTER		PAGE
I.	INTRODUCTION	1
II.	REVIEW OF LITERATURE	4
	Introduction	4
	Financial	4
	Sources	4
	Alumni giving	5
	Attitudes	6
	Expansion of Program and Facilities	8
	Rules and Regulations	9
	Recruitment	11
	Summary	12
III.	FINDINGS OF THE STUDY	13
BIBLIOGRAPHY		35
APPENDIXES		
	Appendix A Alumni Opinion Survey	38
	Appendix B Parent Opinion Survey	46

LIST OF TABLES

TABLE		PAGE
1.	Summary of Percentage Results Related to Alumni Giving . . .	13
2.	Summary of Results in Reference to the Percent of the Total Room and Board Paid by the Parent and Student	14
3.	Summary of Results in Reference to those who lived on-campus to those who live off-campus	15
4.	Summary of Results in Reference to the question, Should the Social Development of the student be a specific goal of Bethel?	15
5.	Summary of Responses of Alumni Comparison of Bethel's Development of today's Students with their own experience	16
6.	A Summary of Percentage of Responses Related to Alumni Attitudes toward their Preparation at Bethel	18
7.	A Comparison of Respondent's Evaluation from Three Different Alumni Studies-Virginia Western Community College and Greenfield Community College	17
8.	Summary of Results Concerning Preparation of Bethel Students for Roles in Marriage and as Parents	19
9.	Opinions on How Physical Developments assists in a Student's Whole Development	19
10.	Opinion of Physical Development as Bethel's Legitimate Goal	20
11.	Significance of Intra-Mural Athletic Program in Total Development of Person	20
12.	Summary of Results: Effect of Two-Year Program on Enrollment	22
13.	Which Two-Year Programs Would be of Interest?	22
14.	Summary of Results of Alumni and Parent Interest in Buildings to be added to the Campus	25
15.	Summary of the Results of Combined Percentages in Alumni and Parent Choices of Buildings to be added to the Campus	27

TABLE PAGE

16. Summary of the Results of the Effect that the Lack of these Buildings have on Recruitment of Students 27

17. Summary of Responses of: Feelings Indicated about Rules of Conduct at Bethel 28

18. Summary of Responses of Attitudes towards Inforcement of Specific Rules 30

19. Summary of Responses of: Does the Enforcement of Rules of Conduct have an Important Effect upon Bethel's Image? . . . 30

20. Summary of Responses of: Does the Christian Public have the same view as parents and alumni towards Rules as an Aid toward Adult Development 31

21. Summary of Responses of: Attitudes Towards Rules of Conduct in Assisting Adult Development 31

22. Summary of Results concerning parents' and alumnis' interest in Bethel 32

23. Summary of Results in Reference to parent participation in their Student's selection of a College 33

24. Comparison of Results Concerning Recommendation and in their Student's selection of a College 33

25. A Summary of Results and alumni and parents religious background. 34

CHAPTER I

INTRODUCTION

The group who prepared this report was formed from five graduate students enrolled in the course P-503 "Introduction to Research" taught during the Spring, 1977 semester at Indiana University at South Bend (hereinafter referred to as IUSB). All members of the "research team" were volunteers in-as-much they expressed an interest in working on this project.

The study took the basic form of an ex post facto study. The matter under investigation was the basic attitudes of Bethel College alumni and the parents of students who have been enrolled in the past. The basic instruments (Appendixes A and B) were prepared by Compro, Inc., an educational consulting firm employed by the Bethel College Board of Directors. The graduate students from IUSB had no part in either the design of the basic research instrument nor its administration.

The students began their initial research effort by reading extensively in the literature, having been instructed to concentrate their efforts upon the literature specifically related to small, liberal arts, church related institutions of higher education. They were instructed to broaden their search of the literature when literature of the type specified was either not available or the studies found were deemed to be inappropriate.

The research team read widely and from the beginning of the project engaged in many discussions of the literature. In all analyses an attempt was made to relate all findings related to Bethel College to the existing literature, within the limits imposed by the instrument (Compro) and the time available for the completion of this effort. The IUSB computer facilities were utilized for data analysis purposes. Data were analyzed by using a per cent of total responses as this was deemed to be the most appropriate method of reporting. Only selected items from the initial instrument were chosen. This choice was dictated by the knowledge of the literature as well as discussions with appropriate officials of the college.

A close working relationship was established between the members of the research team, the instructor, and the members of the Bethel College staff who were directly involved.

The form of presentation of the data, while not following traditional lines, was deemed most appropriate for this report. No summary of the research was attempted, nor were overall conclusions drawn, as this report was viewed at all times as a working document. If such a summary is to be attempted or any conclusions drawn it is assumed that these will be the outgrowth of the use made of the report.

Particular thanks are due to Dr. Albert J. Beutler, President of Bethel College, for the opportunity afforded the students and

instructor for participating in this work. Particular note should be made of the continuing and on-going assistance afforded the team by Dr. Bernice Schultz, On-Campus Coordinator, Institutional Development Project, who never faltered in her concrete support of the project. Finally, the team is deeply indebted to Miriam Hunter, whose valued secretarial assistance resulted in the final preparation of this working document.

CHAPTER II

REVIEW OF LITERATURE

INTRODUCTION

The purpose of this review of literature was to present studies, data, and opinions which could be directly related to the problems of small Christian colleges and thus might be directly related to the strengths, weaknesses, and problems of Bethel College. A great deal of difficulty was encountered in finding such directly related literature; therefore, in many instances the literature reported is the most directly related which could be found.

The literature has been divided into several major categories. These are: financial; attitudes toward the social, physical, mental, and spiritual attributes of college life; programed development of physical facilities; campus rules and regulations; and recruitment of students. Each of these sections were dealt with in some detail. The organization of the remainder of this chapter, and subsequent chapters, follows that of the instrument developed and administered by Compro, Inc., and analysed by the study team.

I. FINANCIAL

Sources. There are many sources of income open to institutions of higher education. Among these are student tuition, denominational giving, alumni giving, endowments and/or grants, Federal and/or State support, and that which is broadly classified and miscellaneous. One of the major focuses of this study was alumni giving.

Alumni giving. One of the major sources of non-tuition income for Evangelical Liberal Arts Colleges in the United States (hereinafter referred to as ELAC's) is alumni giving. This was a major focus of the Compro, Inc. instrument, therefore this topic was examined in depth.

According to Laukhuff 18 per cent of the alumni of American independent colleges and universities donate "regularly or often" to the schools from which they graduated. Long stated that between 25 to 40 per cent of alumni contribute. Neither author was more specific in his definition of terms.

For those persons interested in highly detailed demographic breakdowns of alumni giving, reported by both religious background of the institution and the giver, as well as the sex of the giver, Long presents several interesting tables. These data, because of the nature of the Bethel College population were deemed to be inappropriate.

Laukhuff discusses many of the causes of a lack of alumni support. Among these are inflation, the recent period of campus disruptions and the attendant publicity, the unionization of the employees and faculty associated with institutions of higher education, and the nature of the student attending school, particularly the higher number (and per cent) requiring financial assistance to continue their education.

Both Laukhuff and Hyde point out that many colleges fail to "sell themselves" to the public in general and their alumni in particular. Many times the only contact the alumni has with the institution is that associated with the annual appeal for funds.

Hyde points out two rather important facets of developing alumni support. The first is that the alumni, having no perceived natural line of authority within the institution, communication tends to be superficial and they therefore find themselves in an ineffective position to render service. He further stresses what he calls "the law of the harvest." That is to say, that money spent on alumni development (sowing) will probably be returned many fold (reaped) at a later date. Hyde does stress that the use of outside fund raising organizations, as contrasted to the internal development of alumni organizations, tends to diminish the effectiveness of these fund raising campaigns.

In order to preserve the distinctive character of Christian colleges, church families will have to be more generous in their support. "A study, in 1961, of the members of one prominent denomination showed that the estimated annual contributions of their synods varied from 7¢ to $2.26 per confirmed member, the cost of a daily newspaper or a football ticket."

Gaebelein, in his article "Crisis in Christian Education" discusses the financial plight of many of the smaller Christian Colleges. He points out that one of the avenues open to these institutions is greated denominational support. He states that "Maturity in stewardship entails the capacity to see beyond immediate results and to support enterprises having long range goals.

II. ATTITUDES

Barcas points out the necessity to develop the whole person.

He points out that the Christian college seeks to "trace the interrelationship of the physical, intellectual, social and spiritual..." He further notes that the Christian college seeks to balance these rather than place them in any order of importance.

Chu, writing in the journal Religious Education, supports the idea that the purpose of the Christian college is to develop a fully rounded individual. He believes that this facet of the educational program is more important than any facts remembered or any classroom presentations.

In an interview type article appearing in Christianity Today the interviewees point out that the students entering the Christian colleges of the '70's are different than their fathers who matriculated in the '50's. The age of majority has been lowered, and the societal pressures exerted on the students are different. This has caused an apparent change in the college curriculum and the attitudes of the students. The challenge is no less; however, the answers may be different. This change in attitude was probably best expressed by Eklund when he stated "The old concept that small church colleges are teaching colleges alone no longer suffices, for it will not lead to the data and the insights necessary to cope with the changing political, social and cultural environments facing the church."

Fry points out an interesting idea (concept). He states that although the Christian colleges may have excellent programs in the liberal arts this was not their original purpose. "Presenting religion is the primary function of a Christian college. If this

purpose is minimized or compromised the institution is reduced to mediocrity."

III. EXPANSION OF PROGRAM AND FACILITIES

According to Plasek, who made an in-depth report dealing with a cross-section of Christian colleges, she found an upward trend in enrollments. She sought to determine the cause of this somewhat unusual trend. She reported that all of the institutions experiencing these upward trends had recently built one or more new physical facilities. She also found that they had also been expanding their two year associate arts programs. Her findings were contradicted in the interview from Christianity Today. When the interviewees were queried concerning faculty salaries they responded that they were competitive, however, that this competitiveness was maintained at the expense of the building program.

When the college program is studied rather than the physical facilities, several authors have presented interesting ideas. It is believed that for colleges to survive that new approaches and ideas must be implemented. Colleges must adapt to individuals, rather than the individuals being forced to adapt to the college and its program.

Since the job market has tightened, Flaherty says the two-year in-depth technical training is replacing the A.B. degree. The junior college has changed from stress on preparation for

transfer to preparing students for successful working lives. DuBois states that with the present economic climate and problems with educational budgets, cooperation between the junior college and community school will relieve open competition for community-adult education programs.

In Tinto's study of the effect of a junior college in a community, he found that middle and lower-status persons and more often females chose the junior college over a four-year college. Local public junior colleges tended to substitute for attendance elsewhere for virtually every ability and occupational level category.

IV. RULES AND REGULATIONS

One of the apparent sources of conflict between the Christian college and the secular community and some students is in the area of rules and regulations governing student conduct. This may or may not be a true source of conflict, depending upon the individual's views.

According to Johnson, speaking of Wheaton College, one of the main reasons that students attend this institution is other schools, formerly closely identified as church related, have lost their strong Christian emphasis. Johnson believes one of the main attractions of Wheaton for students is the fact that its program has a strong emphasis upon the religious approach to all facets of learning, particularly in the classroom. This is exemplified in the approach taken toward such matters as the use of tobacco, alcohol, and gambling.

Henry, reinforcing this viewpoint in a slightly different way stated that "Indeed, it is ironical that some evangelical schools relaxed rules on movie attendance precisely at a time when X-rated films began to deluge the theaters, and on smoking just when medical research convinced even government agencies to discourage the cigarette habit."

In contrast to the views cited above, Gaebelein stated that "For a college or school to lose support, as some most reportedly have, because of students' dress or hair style, points to an inability to understand that these outward changes should not be acquainted with departure from the faith."

Bloom pointed out that private schools and colleges are favored by many parents and students because of their emphasis upon ethical and moral values. He believes that a strong religious atmosphere at a Christian school is not a liability but rather an asset.

The above discussion deals with schools which draw their student body from a national pool. It was not possible to find materials which deal with a population similar to that of Bethel College. Therefore, several of the conclusions stated in this section of the literature should be treated with a great deal of caution and understanding. Implications should not be extended beyond their applicability.

V. RECRUITMENT

The matter of recruitment of students is not an easy area to define. A literature as such appears to be scarce. Mundel cited several factors which affect students attendance at specific schools. He stated that these appeared to be interrelated to other factors discussed above. Some authors placed emphasis upon building programs, or lack of same. Others tied in student matriculation to the existence or lack or rules and regulations. Certainly costs are a factor. Forbes stated that "National studies show that enrollments decrease in small private colleges as costs increase."

Certainly this topic is one of primary concern to all institutions of higher education. As with most such problems it defies either simple definition or solution.

Mundel identified three factors which he believed directly affected students decisions. They were:

1. The matter of commuting or living on campus.
2. Given the residency decision, the student then chooses the best college available to him (her).
3. On the basis of the "best available college" the student then decides to enroll or not.

Mundel then continued that low to middle income students rank colleges in the following order:

1. Private University
2. Public Junior College
3. Public University
4. Private College

5. Public College

6. Private Junior college

McKenna, in the article from Christianity Today identified what he called the "sacrifice gap." This is where parents will send their children to Christian colleges at considerable financial sacrifice "because of their commitment to the purposes of the institution."

SUMMARY

In reviewing literature of follow-up studies it was evident that student attitudes and responses often tended to parallel one another even though the sources were widely varied and the backgrounds quite different. Students often tended to behave and respond similarly.

Another topic dealt with in literature was the evaluation of college programs and college success. According to Houston, the success of the college is dependent upon the success of the students enrolled in its programs. Student success, however, is only one factor in ascertaining this success.

In conclusion, it should be emphasized that not much literature pertaining to Bethel's unique characteristics and situation is available; therefore, much that has been stated in our review of literature must be read with great caution so that false inferences are not made.

CHAPTER III

FINDINGS OF THE STUDY

In our discussion of March 8, 1977, in the office of Albert Beutler, President of Bethel College, it was mentioned that 575 alumni out of a total of 3000, donated this past year. This is 19.17%. According to Laukhuff, American independent colleges and universities have 18% of alumni donating money regularly whereas Long shows that between 25 and 40% of Alumni contribute. Table 1 shows that 23.45% of Bethel alumni consider themselves to be consistent donors. This is in conflict with the 19.17% figure quoted by Dr. Beutler and with Table 1 which shows only 11.14% have donated more than 11 times.

TABLE 1. SUMMARY OF PERCENTAGE RESULTS RELATED TO ALUMNI GIVING

A. Times given since Graduation						
0	1-5	6-10	11-20	21+	N. R.	
24.48	27.43	11.50	6.34	4.8	25.45	
B. Feelings toward Consistency of Giving						
No obl.	S.P.Donor	Occ. Donor	Cons. Donor	N. R.		
25.81	6.64	27.73	23.45	16.37		
C. Amounts given since Graduation						
0	$1-100	$101-500	$501-1000	$1001+	N. R.	
23.60	22.42	11.95	6.05	5.90	30.08	

Hyde stresses the "law of the harvest" with respect to giving: if you sow, you probably will reap. Of the many factors which can be measured with respect to alumni giving the two which most closely correlate to successful alumni giving were (A) the number of years the

institution had conducted a solicitation program and (B) the amount of money the institution was spending on its alumni program. From this, the most surprising finding was that if you remove the factors of time and budget, the type of institution (state or private) had no apparent correlation. To summarize, those institutions who were organized to cultivate and solicit their alumni were the ones getting results.

Housing is one factor which plays a significant role in students' choice of a school. An analysis of the breakdown of the per cent of support of this matter by parents and students reveals that over half the costs of this are borne by the students.

Approximately half the students live off campus. Many either have jobs or scholarships.

Many students pay a part of their own bills. And as reported later this has the greatest effect upon the decision of their choice of a college. These data are presented in Table 2.

TABLE 2. SUMMARY OF RESULTS IN REFERENCE TO THE PERCENT OF THE TOTAL ROOM AND BOARD PAID BY THE PARENT AND STUDENT

	Paid 10% or less or 11-25%	Paid 26-50%	Paid 52-75%	Paid 75-99%	Paid 100%	N.R.
Parent	29.21	8.99	13.48	12.36	17.98	17.98
Alumni	19.03	6.78	9.14	19.03	39.09	6.93

Sharon Johnson states that Wheaton College insists that their students live in dormitories. They believe that this encourages contact between students and faculty. Are these off campus students living off campus because Bethel's dorms are full or are these students adults who are using Bethel as a community resource?

Bethel College data are presented in Table 3.

TABLE 3. SUMMARY OF RESULTS IN REFERENCE TO THOSE WHO LIVED ON-CAMPUS TO THOSE WHO LIVE OFF-CAMPUS

	On-campus	Off-campus	Both	N. R.
Alumni	35.55	40.86	22.57	1.02
Alumni's Parents	34.83	11.24	2.25	51.68
Present Students' Parents	30.34	10.11	11.24	48.31

Barcas describes the Christian college as an institution that should seek to develop the whole man, which includes his physical, intellectual, social and spiritual being. Johnson quoted from a Wheaton campus newspaper that each person must determine his life-style, morals and ideas. This he does when he is left free to make these decisions. Since these decisions must be made, it may be better to face them in a Christian atmosphere. The Bethel study revealed that both alumni and parents believed that a strong social goal should be a part of the educational program of the institution. These data are presented in Table 4.

TABLE 4. SUMMARY OF RESULTS IN REFERENCE TO THE QUESTION, SHOULD THE SOCIAL DEVELOPMENT OF THE STUDENT BE A SPECIFIC GOAL OF BETHEL?

	Yes	No	Don't Know	N. R.
Alumni	79.65	5.60	9.59	5.16
Parents	68.54	6.74	11.24	13.48

Bethel's alumni response show that they feel today's students are getting at least the same quality of education that they received or better. The greatest number of "poorer preparation" responses were received in the area of spiritual development. Table 5 presents a complete summary of these data.

TABLE 5. SUMMARY OF RESPONSES OF ALUMNI COMPARISON OF BETHEL'S DEVELOPMENT OF TODAY'S STUDENTS WITH THEIR OWN EXPERIENCE

	Much Better	Better	Same	Poorer	Much Poorer	N.R.
Socially	6.93	21.39	37.32	2.06	.59	31.71
Physically	7.82	26.40	34.81	.59	.00	30.38
Mentally	5.46	26.70	35.10	1.33	.15	31.26
Spiritually	3.54	12.98	38.64	11.50	1.33	32.01

Barcas states that it is important for the Christian college to develop the whole Man -- the physical, intellectual, social, and spiritual. Man is not simply a spiritual being who desires and needs fellowship with God but he also needs human companionship and fellowship and has a body, created by God, which requires exercise and care. Carl Henry also states that a primary need of the evangelical college is to make known the whole truth for the whole man. Not all writers about the purpose of the Christian college agree that it should or can emphasize all the above components in the development of man.

George Fry states that the spiritual development of man should be emphasized as a primary function of a Christian college and if this purpose is minimized or compromised, the institution is reduced to mediocrity.

Bethel's alumni perceive their college preparation to be generally good to average. They feel very good about their major area of preparation (excellent to good, 77.40%) and their spiritual development (excellent to good, 66.08%). These data are shown in Table 6.

Bethel's evaluation on general education and social activities was compared with the Virginia Western Community College and the Greenfield Community College follow up studies results. One problem in our comparison is that Bethel's questionnaire had five ranked evaluations and the other two had only four. The excellent, good and average categories were combined into one and compared with the excellent and good categories of the other two.

The Bethel population tends to respond similarly to other campuses. These comparisons are presented in Table 7.

TABLE 7. A COMPARISON OF RESPONDENT'S EVALUATION FROM THREE DIFFERENT ALUMNI STUDIES-VIRGINIA WESTERN COMMUNITY COLLEGE AND GREENFIELD COMMUNITY COLLEGE

	Bethel		Virginia Western		Greenfield Comm. Coll.	
	Exc-Ave	Fair-Poor	Exc-Gd	Fr-Pr	Exc-Good	Fair-Poor
Academic-General Education	87.46	5.75	88.8	11.2	84.9	15.1
	N.R. 6.79					
Social Activities	77.44	12.68	35.1	64.9	83.7	16.3
	N.R. 9.88					

TABLE 6. A SUMMARY OF PERCENTAGE OF RESPONSES RELATED TO ALUMNI ATTITUDES TOWARD THEIR PREPARATION AT BETHEL

	Excell.	Good	Ave.	Fair	Poor	N.R.
Overall Education	17.40	54.57	15.49	4.28	1.47	6.79
Major Area Preparation	21.68	45.72	15.49	6.05	2.21	8.85
Physical Development	7.82	41.45	28.02	8.11	2.80	11.80
Social Development	12.54	40.27	24.63	8.11	4.57	9.88
Spiritual Development	20.50	45.58	14.90	6.78	3.24	9.00

Parents and alumni indicate a strong desire for guidance in marital and parenting preparation. According to Barcas it is the obligation of a Christian college to develop the whole man physically, spiritually, socially, and intellectually. Man desires and needs human fellowship and companionship. As a Christian college Bethel has an obligation to help students in their quest for personal achievement and self-realization in all areas of growth and development.

Hamer and Miller say that 1960's literature reveals that specific needs of married students were not responded to on most campuses. According to Gruver and Labadie marital adjustment of college students directly affects abilities to achieve as well as the drop-out rate. This study showed 10 per cent were considering divorce and that marital problems plague most student marriages. The attitudes of parents and alumni on this subject are presented in Table 8.

TABLE 8. SUMMARY OF RESULTS CONCERNING PREPARATION OF BETHEL STUDENTS FOR ROLES IN MARRIAGE AND AS PARENTS

	Yes	No	Don't Know	N. R.	
Emphasis on marital preparation	68.14	14.16	12.73	4.92	Alumni
	66.29	6.74	15.73	11.24	Parent
Prepare for marriage and mother/father role	71.24	12.39	11.50	4.87	Alumni
	68.54	5.62	14.61	11.23	Parent

In Alley's study it was found that character can be learned in a desirable or undesirable manner. Which way it is learned depends upon the teacher. Man is not only a spiritual being who desires and needs fellowship with God, but needs human fellowship, exercise for the body God made and development of the mind, also God's gift. On the other end of the spectrum Henry feels that victories in Christian thought and truth must be exhibited to donors and alumni more than physical expansion, athletic prowess, even evangelistic endeavor. These data, together with data dealing with alumni and parental opinions regarding physical development as a legitimate goal of Bethel's educational program are presented in Tables 9 and 10.

TABLE 9. OPINIONS ON HOW PHYSICAL DEVELOPMENT ASSISTS IN A STUDENT'S WHOLE DEVELOPMENT

		Significant	Nominal	Unrelated	Detracts	N. R.
Alumni	Spiritual	32.30	48.08	10.47	.59	8.56
Parent	"	34.83	41.57	3.37	2.25	17.98
Alumni	Mental	47.64	40.24	3.37	.54	8.21
Parent	"	41.57	37.08	3.37	1.12	16.86
Alumni	Social	50.00	38.50	3.10	.00	8.40
Parent	"	46.07	34.83	1.12	1.12	16.86

TABLE 10. OPINION OF PHYSICAL DEVELOPMENT AS BETHEL'S LEGITIMATE GOAL

	Very important	Nominally	Not important	Dropped	N. R.
Alumni	27.73	62.83	3.69	.59	5.16
Parent	23.60	53.93	3.37	2.25	16.85

In Alley's study he referred to a comparison of riot actions being similar to action at ball games. He believes that winning as a criterion for excellence is over-emphasized in athletics, leaving too many to sit on the bench. The teacher of athletics determines students' reaction to his own capabilities and behavior toward those around him. Athletics should build a self-image of manliness by participation for all. From a descriptive study of graduates at Virginia Western Community College it was indicated that yearly increases in ratings for social activities were probably a result of expanded physical education and, intramural programs. There were additions to physical education facilities, such as tennis courts. The opinions of the Bethel alumni and parents are presented in Table 11.

TABLE 11. SIGNIFICANCE OF INTRA-MURAL ATHLETIC PROGRAM IN TOTAL DEVELOPMENT OF PERSON

	Significant	Slight	No effect	Negative effect	N.R.
Alumni	5.90	24.19	46.90	3.54	19.47

HOW INTER-COLLEGIATE ATHLETIC PROGRAM AFFECTS FINAL DECISION TO GO TO BETHEL

	Significant	Slight	No effect	Negative effect	N.R.
Parent	11.24	13.48	66.29	4.49	4.50

A large percentage of Bethel's alumni and parents feel that an athletic program has no effect on choice of college or program. Studies show there is a great desire on students' parts and also a great need for a good athletic program in colleges.

According to Flaherty, technological advances which have and are taking place which are responsible for the flourishing of the two-year colleges. Teachers in junior colleges are not under the "publish or perish" edict; they pride themselves on their teaching ability. They keep abreast of new developments in their field and also work with students in a remedial program identifying their deficiencies and providing for them. DuBois says that given the present economic climate along with the problems associated with educational budgets, community schools and junior colleges will find it necessary to co-operate to survive. A bachelor's degree no longer gives job security, whereas more in-depth technical training and preparation for work in two years is desired. An in-depth report by Pam Plasek on a cross-section of Christian colleges, reveals that a number of schools which are realizing increases in enrollments have developed two-year associate programs. Also building programs were vital to the increases in enrollment. The alumni and parents showed this support of the ideas as presented in Table 12.

TABLE 12. SUMMARY OF RESULTS: EFFECT OF TWO-YEAR PROGRAM ON ENROLLMENT

	Significant Increase	Slight Increase	No Change	Drop in Enrollment	N. R.
Alumni	44.54	43.07	1.12	.59	10.03
Parents	32.58	42.70	1.12	.00	23.60

	SHOULD 2-YEAR PROGRAMS LEAD TO ASSOCIATE DEGREE?	
	Yes	No
Alumni	80.38	3.69
Parents	61.80	1.12

According to Bethel tables alumni and parents are realizing that two-year programs are needed and should lead to a degree for the particular job. When queried the alumni and parents indicated their choice of possible two year programs. These data are presented for their own worth, in Table 13.

TABLE 13. WHICH TWO-YEAR PROGRAMS WOULD BE OF INTEREST?

*	Al	P		Al	P
2 yr. R.N. program	48.23	35.96	Church Music	23.60	10.11
Dental Hygienist	30.09	23.60	Secretarial Stud.	34.37	23.60
Dental Assistant	25.07	17.98	Early Childhd.	24.93	10.11
Practical Nurse	29.94	24.72	Teacher's Aide	23.01	11.24
Business Mgmt.	28.61	19.10	Bibl. Studies	25.37	14.61
Para-Medical	28.32	14.61			

Al= Alumni P= Parents Areas less than 20% not given.

* 100% because of data treatment.

The physical facilities of any institution may have an effect upon both program and enrollment. Attempting to ascertain the attitudes of parents and alumni regarding the possible effect, these data were presented in Tables 14, 15, 16, and 17.

For the sake of continuity, the discussion will deal with combined percentages. The respondents were to mark each of the seven choices in order of preference from 1 to 7. However, in tabulating the responses, choices 5, 6, and 7 were combined into a single-percentage results. Therefore, in the discussion we will combine choices 1, 2, and 3 into a single percentage result.

The figures show exact percentage for both alumni and parent respondents per building. These figures serve a purpose of interpretation as far as showing which building ranked highest or lowest in each of the five ratings. For example: 6.64% of the alumni would rate a Fine Arts Building as the most (#1) desired building to be added to the campus. Comparatively, 8.99% of the parents would rate a Fine Arts Building as the most (#1) desired building to be added to the campus.

This table has combined percentages which give a more stable and realistic picture of the survey results. This table shows that 62.54% of the alumni would rate a new library, either 1st, 2nd, or 3rd, as the building they are most interested in adding to Bethel's campus, whereas only 39.33% of the parents responded in like manner.

According to this table the alumni would, in order of preference, be interested in seeing a new library, a student center, and a chapel/auditorium complex being constructed on campus. The parent group would choose, in order of preference, first, a new library, second, a student center, and third, an additional dormitory. The similarities in the first and second choices should offer some concrete basis of interpreting the interests of both groups of

respondents.

At the other end of the spectrum we also have results concerning the buildings which were rated 5, 6, and 7 on the questionnaire. Both the alumni and the parent respondents rated a new gymnasium as the last building they would be interested in seeing added to the campus at this time. According to Dr. Beutler this finding is in agreement with the desires of the present student body.

According to Plasek, in a report on a cross-section of relatively small Christian colleges, most of these colleges were realizing increases in enrollments. There are various reasons for the increases, but from a sampling of the schools discussed most of them are involved in a building program of some kind.

TABLE 14. SUMMARY OF RESULTS OF ALUMNI AND PARENT INTEREST IN BUILDINGS TO BE ADDED TO THE CAMPUS (RESULTS WERE TABULATED ON A SCALE OF 1 to 5+ WITH 1 BEING THE POSITIVE RESPONSE, ETC.) SEE LIMITATIONS IN DISCUSSION.

A= Alumni P= Parent Ratings	A #1	P	A #2	P	A #3	P
1. Chapel/Audit...(2)	19.03	5.6[illegible](6)	(4)11.21	6.74(5)	(4)12.24	14.61(1)
2. Fine Arts Build(4)	6.64	8.99(4.5)	(5)10.32	5.62(6)	(1)17.99	8.99(3.5)
3. Student Center (3)	14.90	19.10(1)	(2)15.63	8.99(4)	(2)13.72	8.99(3.5)
4. New Gym.....(6)	1.62	1.12(7)	(6) 2.51	.00(7)	(6) 2.95	4.49(7)
5. New Library....(1)	31.12	14.61(2)	(1)19.62	13.48(2.5)	(5)11.80	11.24(2)
6. Add Dorm.....(7)	.00	8.99(4.5)	(7) .00	17.98(1)	(7) .00	7.87(5.5)
7. Add Classrooms (5)	4.72	12.36(3)	(3)12.24	13.48(2.5)	(3)12.39	7.87(5.5)

TABLE 14--Continued

#4		#5		No Responses	
A	P	A	P	A	P
(3)10.47	6.74(5.5)	(4)26.55	24.72(3)	20.54	41.57
(1)15.04	6.74(5.5)	(3)29.65	30.34(2)	20.36	39.32
(4)10.32	13.48(1)	(5)24.78	15.73(6)	20.65	33.71
(7) 5.16	3.37(7)	(1)63.27	49.44(1)	24.49	41.58
(5) 7.52	11.24(2.5)	(6)11.50	13.48(7)	18.44	35.95
(7) .00	11.24(2.5)	(7) .00	17.98(5)	100.00	35.95
(2)14.31	8.99(4)	(2)33.63	19.10(4)	22.71	38.20

( ) Numbers in parenthesis are rank order of ranked rating.

TABLE 15. SUMMARY OF THE RESULTS OF COMBINED PERCENTAGES IN ALUMNI AND PARENT CHOICES OF BUILDINGS TO BE ADDED TO THE CAMPUS

Alumni= A Parent= P *	Combined % of ratings 1, 2, & 3		5, 6, & 7	
Chapel/Auditorium	(3)42.48	26.97(5)	(4)26.55	24.74(3)
Fine Arts Building	(4)34.95	23.60(6)	(3)29.65	30.34(2)
Student Center	(2)44.25	37.08(2)	(5)24.78	15.73(6)
New Gymnasium	(6) 7.08	5.61(7)	(1)63.27	49.44(1)
New Library	(1)62.54	39.33(1)	(6)11.50	13.48(7)
Additional Dorm	(7) .00	34.84(3)	(7) .00	17.98(5)
Additional Classrms.	(5)29.35	33.71(4)	(2)33.63	19.10(4)

*Totals do not equal 100% because of data treatment.

( ) Numbers in parenthesis are rank order of combined rank ratings.

More than half of the respondents feel that the lack of some of these buildings has a somewhat negative effect on recruitment.

TABLE 16. SUMMARY OF THE RESULTS OF THE EFFECT THAT THE LACK OF THESE BUILDINGS HAVE ON RECRUITMENT OF STUDENTS

	Very Negative	Somewhat Negative	Does Not Matter	N.R.
Alumni	14.45	51.33	18.58	15.64

The subject of rules of conduct is one which is of great interest to the students, their parents and the alumni in general. Because of the unrest of the late '60's, this subject has a very high interest level and can evoke mixed feelings. These data are presented in Tables 17, 18, 19, 20, and 21.

As shown from the above data the majority of parents and alumni, expect and desire to see rules maintained. Fry comments that church colleges may have excellent liberal arts programs, but

that this was not the original purpose of their existence.

TABLE 17. SUMMARY OF RESPONSES OF: FEELINGS INDICATED ABOUT RULES OF CONDUCT AT BETHEL

	Enforce More Strictly	Keep Current Rule	Liberalize Current Rule	Abolish this Rule	N. R.
Alumni	32.89	44.99	5.90	1.18	15.04
Parent	39.33	55.06	1.12	.00	4.49

As indicated in Table 18, more respondents indicated a preference for a stricter enforcement or to keep current rules. Sharon Johnson states that Wheaton College forbids students to smoke, drink, dance or play cards. A recent president of the student body has found that many of the students attend Wheaton because it has kept its Christian emphasis as other church colleges have lost it. Students must pledge to abide by Christian discretion and restraint. Furthermore, penalities are said to be uncommon for those who cannot accept these standards. They either withdraw or transfer to other schools.

Wheaton's alumni have been strong supporters. Their annual fund exceeds $450,000, with more than 40% alumni involvement. There seems to be a connection between rules and student involvement. Ricklefs writes that Kramer, director of admissions at Wheaton College, believes there still is a great segment of youth who is turned off by permissiveness.

Bethel affiliated parents and alumni may establish their image of Bethel based upon the rules that Bethel adheres to. Gaebelein states that colleges have lost support because of students' dress or hair style. Data dealing with respondents expressed attitudes towards rules are presented in Table 19.

TABLE 18. SUMMARY OF RESPONSES OF ATTITUDES TOWARDS ENFORCEMENT OF SPECIFIC RULES

	Drug Usage		Dress Code		Smoking		Dancing		Dorm Hours	
	P	Al	P	Al	P	Al	P	Al	P	Al
Enforce More Strictly	38.20	37.76	21.35	15.49	33.71	27.88	23.60	16.67	14.61	11.36
Keep Current Rule	56.18	45.72	66.29	44.54	57.30	47.20	57.30	41.15	68.54	48.53
Liberalize	1.12	1.33	3.37	12.39	1.12	6.78	8.99	13.86	6.74	14.31
Abolish	.00	.44	.00	10.47	.00	2.95	1.12	10.62	1.12	7.52
N.R.	4.50	14.75	8.99	17.11	7.87	15.19	8.99	17.70	8.99	18.28

TABLE 19. SUMMARY OF RESPONSES OF: DOES THE ENFORCEMENT OF RULES OF CONDUCT HAVE AN IMPORTANT EFFECT UPON BETHEL'S IMAGE?

	Very Important Effect	Some Effect	No Effect	Doesn't really matter	N. R.
Parent	78.65	20.22	.00	.00	1.13
Alumni	57.37	27.79	2.80	4.28	7.76

It seems that some students may wish to have more liberal rules of conduct at the time they are expected to abide by them. But looking at the alumni reaction above, this must change as they live in the working world. Or possibly it is only the minority who speak out against the rules. They are the students who strongly voice their opinions of disapproval. Table 20 presents another aspect of this discussion.

TABLE 20. SUMMARY OF RESPONSES OF: DOES THE CHRISTIAN PUBLIC HAVE THE SAME VIEW AS PARENTS AND ALUMNI TOWARDS RULES AS AN AID TOWARD ADULT DEVELOPMENT?

	Parents and Alumni feel the public agrees with	Parents and Alumni feel the public desagrees with	N.R.
Parent	78.65	10.11	11.24
Alumni	76.99	9.59	13.42

Again the majority of answers fall towards the importance of rules even in the publics' point of view. Henry believes that Christian colleges could become a moral force for our changing society. He feels dedicated young people can be this strength through training and discipline. This attitude appears to be shared by both the alumni and parents of Bethel students as presented in Table 21.

TABLE 21. SUMMARY OF RESPONSES OF: ATTITUDES TOWARDS RULES OF CONDUCT IN ASSISTING ADULT DEVELOPMENT

	Essential for growth	Generally helpful	No Effect	Retard student development	N.R.
Parent	51.69	43.82	.00	.00	4.49
Alumni	38.64	42.48	3.69	7.52	7.67

Both alumni and parents believe in the necessity of maintaining rules of conduct. One of a Christian colleges main functions is to build character. Christian education strives to develop in its young adults - standards of taste, compassion, conscience, dependability, and good will. Chu states that being aware of what ought to be, discriminating between good and bad, and right and wrong, is more important than commanding the facts or opinions learned from the book or heard in class.

The final area studied by the group is one which is of paramount importance to the continued survival of Bethel College. This matter is recruitment. These data are presented in Tables 22, 23, 24, and 25.

Both parents and alumni show an average to high interest in Bethel with parents showing a slightly stronger interest than alumni. McGrath believes that this feeling of support would tend to follow the recent trend of parents and children to seek a higher education founded on a Christian interpretation of life. Bloom found that many parents and students favor private or church related schools because of the emphasis placed upon the teaching of ethical and moral values. The religious flavor of education at a church supported schools is not a liability, but rather a strong selling point in its favor in the eyes of many.

TABLE 22. SUMMARY OF RESULTS CONCERNING PARENTS' AND ALUMNIS' INTEREST IN BETHEL

	High	Good	Average	Fair	Poor	N. R.
Parent	17.98	34.38	35.96	2.25	3.37	6.06
Alumni	23.75	28.32	22.12	13.27	6.93	5.61

Students make the major decision. Bethel needs to attract the interests of the student rather than the parent.

TABLE 23. SUMMARY OF RESULTS IN REFERENCE TO PARENT PARTICIPATION IN THEIR STUDENT'S SELECTION OF A COLLEGE

	Made final Choice	Advised Only	Did not participate in any way	N. R.
Bethel Parent	4.49	46.07	10.11	39.33

TABLE 24. COMPARISON OF RESULTS CONCERNING RECOMMENDATION AND BY ALUMNI AND PARENTS

	Recommending Bethel			Recruitment of Students					
	Would	Would not	N.R.	A=0	B=1-5	C=6-10	D=11-20	E=21+	N.R.
Alumni	60.18	27.58	12.24	46.02	20.65	2.06	1.18	.15	50.59
Parent	87.64	4.49	7.87	.00	.00	.00	.00	.00	100.00

An examination of the above data clearly shows that a greater percentage of alumni and parents would recommend Bethel to prospective students. However, when a comparison with the number of students recruited by the alumni and parents is made, a discrepancy is apparent. It seems odd that the recruitment of students is so minimal as compared to the high percentage of those who would recommend Bethel. The question then is why? According to Hyde, Director of Alumni Relations at Brigham Young University, the alumni would best serve, as far as recruitment is concerned, if a well organized dedicated group of alumni volunteers would be active in their own environments. Perhaps the organization of alumni recruitment would be an asset to the overall recruitment program at Bethel.

TABLE 25. A SUMMARY OF RESULTS OF ALUMNI AND PARENTS RELIGIOUS BACKGROUND

* Totals 100%	Alumni	Parent
Missionary	54.42% (1)	49.44% (1)
Roman Catholic	3.107%(7)	1.12% (7.5)
Baptist	6.05% (4)	11.24% (4)
Brethren	3.69% (5)	1.12% (7.5)
Methodist	10.77% (3)	13.48% (3)
Presbyterian	3.24% (6)	3.37% (5)
No Church	1.47% (8.5)	1.12% (7.5)
Wesleyan	1.47% (8.5)	1.12% (7.5)
Free Methodist	.88% (10)	.00% (10)
Other	13.57% (2)	16.85% (2)
No Response	_____	_____

( ) Numbers in parenthesis indicates a rank order.

It is obvious from this survey that Bethel gets students from a diverse religious background with the largest percentage (54.42%) coming from the parent church.

BIBLIOGRAPHY

BIBLIOGRAPHY

Alley, Louis E. "Athletics in Education: The Double-Edged Sword." Education Digest, vol. 40, October, 1974. pp. 32-5.

Barcas, James E. "What a College Diploma Can do for You." Christian Life, June, 1976. pp. 23+.

Bloom, A. M. "Danger Flag up for Private Colleges." American School and University, vol. 37, 1965. pp. 7+.

"Christian Educator's Face the Issues." Christianity Today, November 7, 1975. pp. 8-12.

Chu, Don C. "Dynamics of Christian Colleges in America." Religious Education, vol. 59, March, 1964. pp. 135-140.

DuBois, Eugene E. "Community Education: A Realistic Role for the Community College." Community and Junior College Journal, vol. 45, no. 7, April, 1975. pp. 18-19.

Eklund, Kent E. "Conflict and the Christian Church: The Role of the Church College." The Christian Century. October 20, 1976. pp. 895-897.

Elterich, Kenneth. "Follow-up Study of June 1975 Graduates." Connecticut Regional Community Colleges. (ERIC Document No. ED 122903.)

Flaherty, John J. "The Two-Year College: Answer to the Needs of the Career-Minded Student." College Student Journal, vol. 9, no. 1, February-March, 1975. pp. 46-48.

Forbes, Cheryl. "Christian Colleges: An Endangered Species?" Christianity Today, May 23, 1975. pp. 59-61.

Fry, C. G. "Are Christian Colleges Worth the Trouble?" Christianity Today, February 12, 1971. pp. 6-10.

Gaebelein, Frank E. "Crisis in Christian Education." Christianity Today, May 21, 1971. pp. 4-7.

Gammel, Jeanne M. and others. "Follow-up Study of 1969-1975 Graduates of the Division of Technology of New York City Community College." (ERIC Document No. ED 121 396).

Gruver, G. G. and S. K. Labadie. "Marital Dissatisfaction Among College Students." Journal of College Student Personnel, vol. 16, November, 1975. pp. 454-458.

Hamer, B. and T. K. Miller. "The University Married Student: A Model for Positive Marital Adjustment." National Association of Women' Deans and Counsel Journal, vol. 39, Fall, 1975. pp. 26-31.

Henry, C. F. H. "The Rationale for the Christian College." Christianity Today, May 21, 1971. pp. 7-10.

Houston, C. A. "A Descriptive Study of 1972, 1973, and 1974 Graduates at Virginia Western Community College." (ERIC ED 097 058).

Hyde, Robert C. "Law of the Harvest as applied to your Alumni." College Management, vol. 8, May 1973. pp. 44-45.

Johnson, Sharon. "The Harvard of the Bible Belt." Change, vol. 6, no. 2, March, 1974. pp. 16-20.

Long, W. R. "Is Alma Mater in their Gift List." National Catholic Education Association Bulletin, vol. 59, May, 1963. pp. 19-23.

Laukhuff, P. "Do Alumni Care if their Colleges Fail?" College and University Business, vol. 51, November, 1971. pp. 40+.

McGrath, E. J. "Future of the Protestant College." Liberal Education, vol. 47, March, 1961. pp. 45-57.

"The Special Mission of the Church-related College." School and Society, vol. 91, April 6, 1963. pp. 165-7.

McKee, Helen C. and Mildred B. Mills. "Follow-up of 1971 Fredonia Graduates, State University of New York."

Mundel, David. "Student Choice and College Going." Change, vol. 6, no. 6, July-August, 1974. pp. 50-51.

Piasek, Pam. "Christian Colleges Make Waves." Christian Life, September, 1976. pp. 64-69.

Ricklefs, Roger. "Christian Colleges--Where Permissiveness is Out." Christian Herald, May 1976. pp. 32-34.

Stoddard, Peter M. "Survey of Alumni 1962-74, Greenfield Community College." (ED 121 390).

Tinto, Vincent. "Dropout from Higher Education: A Theoretical Synthesis of Recent Research." Review of Educational Research, vol. 45, no. 1, Winter, 1975. pp. 89-125.

APPENDIX A

ALUMNI OPINION SURVEY

BETHEL COLLEGE
ALUMNI OPINION SURVEY
PREPARED AND ADMINISTERED BY COMPRO, INC.
DECEMBER 30, 1976
PLEASE DO NOT SIGN THIS QUESTIONAIRE

The following questions are organized in chronological groups. Please answer all questions completely.

DURING MY STUDENT DAYS.....

1. I came to Bethel from a high school in _____(state).

2. My religious background was:
____Missionary Church ____Roman Catholic ____Baptist ____Brethren
____Methodist ____Presbyterian ____No Church Affiliation
Other _____

3. I spend 4___3___2___1___years at Bethel.

4. I lived on campus____ off campus____.

5. I earned a _____Degree.

6. My major was _____minor _____.

7. I entered with the class of 19____.

8. I graduated in 19____. I did not graduate_____.

& 10. I personally paid for 10% or less____ 11-24%____ 25-49%____ 50-74%____ 75-99%___ 100%____ of my educational costs, please indicate the source of your funds if you paid 25% or more of your educational costs:
Loan from parents_____
Loan from relatives or friends_____
Loan from a financing institution_____
State or Government funds_____
U.S. Government funds_____type_____
Personal earnings during college (or before)_____

AT THE TIME OF MY GRADUATION.....

11. I considered my

	Excellent	Good	Average	Fair	Poor
a) Overall preparation	_____	___	_____	___	___
b) Major area preparation	_____	___	_____	___	___

12. I felt at graduation that my

a) physical development was	_____	___	_____	___	___
b) social development was	_____	___	_____	___	___
c) spiritual development was	_____	___	_____	___	___
d) mental development was	_____	___	_____	___	___

AL-76

AT THE TIME OF MY GRADUATION (cont.)

13. If asked at graduation, "Would you enroll at Bethel again knowing what you know now?" I would have answered: Yes, I would enroll____ No, I would not enroll____

14. At graduation I was: Going steady___ Engaged___ Married___ Had no specific interest in a person of the opposite sex____

* * * * * * * * * * * * *

SINCE GRADUATION.....

15. I've returned to campus ____times.

16. Number of Bethel sponsored meetings attended since graduation____

17. My first gift was made ____years after graduation.

18. I've contributed about ____times since graudation.

19. I've contributed about $_____ since graduation.

20. How many trustees do you know personally? _____

21. I've spent ____hours in volunteer service for Bethel.

22. I've helped recruit _____new students for Bethel.

23. I now consider myself as: A consistent donor____ An occasional donor____ A special project donor____ Feel no obligation to contribute____

24. I have participated in the following Bethel activities:
Number of times at Homecoming_____ Number of times at Alumni Banquets_____
College night at camp meetings____ Music/Lecture series_____

25. I do not participate more because of: Church activity pressure____ Business pressure____ Meetings are uninteresting____ Meetings mean more requests for money ____ No social contact with Bethel people____ Meetings too far from where I live____ Other_____

26. Would you attend more Bethel activities if they were held in your area? Would attend regularly____ Would attend occasionally____ Wouldn't make any difference_____

Looking back, I now consider my.....	Excellent	Good	Average	Fair	Poor
27. Overall education	_____	___	_____	___	___
28. Major area studies	_____	___	_____	___	___
29. Physical development at Bethel	_____	___	_____	___	___

SINCE GRADUATION (cont.)

Looking back, I now consider my.....(Cont.)

	Excellent	Good	Average	Fair	Poor
30. Social development at Bethel	____	____	____	____	____
31. Spiritual development at Bethel	____	____	____	____	____
32. Intellectual at Bethel	____	____	____	____	____

33. If I were choosing to attend a college today, I would____ would not____ choose Bethel.

34. If you would not choose Bethel give reasons:

_____

_____

_____

35. If yes, what significance did the INTER-COLLEGIATE athletic program have in total development as a person: Substantial contribution____ Some contribution____ No contribution____ Negative effect____

36. What significance did the INTRA-MURAL athletic program have in your total development as a person: Substantial contribution____ Some contribution____ No contribution____ Negative effect____

* * * * * * * * * * * * * *

A LOOK AT ME NOW.....

37. My current church commitment is: Missionary____ Baptist____ Roman Catholic____ Brethren____ Methodist____ Presbyterian____ No church affiliation____ Other_____

38. I have: ____number of children now enrolled at Bethel
____number of children who have attended Bethel
____number of children who have graduated from Bethel
____number of children below college age

39. If your children are junior high or high school age, please indicate your intention for their education: No college____ a junior____ A state university____ (main campus) A state university____(regional campus) A Christian college____ Bethel College____

40. If you plan to send your children to a secular school, what are the major reasons for this? (Indicate relative importance---1, 2, 3, etc.)
Child does not want to attend Christian school____
I do not want child to attend Christian school____
Better education at secular school ____
Christian schools do not offer desired major ____
Secular school closer to home ____
State school costs are substantially lower ____

SINCE GRADUATION (cont.)

41. In comparison to my experience, Bethel I think now, develops students (fill in below) than when I was a student.

	Much Better	Better	The Same	Poorer	Much Poorer
Socially	_____	___	_____	___	_____
Physically	_____	___	_____	___	_____
Mentally	_____	___	_____	___	_____
Spiritually	_____	___	_____	___	_____

42. I rate my interest in Bethel as: High___ Good___ Average___ Fair___ Poor___

43. You are aware that Bethel students are asked to subscribe to certain rules of conduct. Please indicate your feelings about each of these:

	Enforce More Strictly	Keep Current Rule	Liberalize Current Rule	Abolish This Rule
Alcoholic beverages	_____	_____	_____	_____
Drug usage	_____	_____	_____	_____
Dress Code	_____	_____	_____	_____
Smoking	_____	_____	_____	_____
Dancing	_____	_____	_____	_____
Dorm Hours	_____	_____	_____	_____

44. With reference to the rules of conduct listed above, do you feel that the enforcement of these rules has an important effect on the image ALUMNI have of Bethel:

Very important positive effect_____
Some Effect _____
No Effect _____
Doesn't really matter _____

45. Would the general Christian public agree____ disagree____ with the alumni views?

46. How important are the rules of conduct in assisting the student in his transition from the home situation to his own adult commitments:

Essential for growth _____
Generally helpful _____
No effect _____
Retard student development _____

47. In your opinion, during the past five years, do you feel that the Board of Trustees has discharged its total responsibility in an:

Excellent_____ manner
Good _____ manner
Average _____ manner
Fair _____ manner
Poor _____ manner

48. Should chapel be discontinued: Yes____ No____

AL-76

SINCE GRADUATION (Cont.)

49. If no, should be held one___ two___ three___ four___ five___times a week.

50. Should chapel attendance be mandatory: Yes___ No___

51. Should attendance be taken in chapel: Yes___ No___

52. Indicate the order in which you would like to see the following buildings added to the campus (rate 1, 2, 3, 4, 5, 6, 7)

Chapel/Auditorium	_____	New Gymnasium	_____
Fine Arts Building	_____	New Library	_____
Student Center	_____	Additional dorm	_____
		Additional Classrooms	_____

Additional facilities for _____

53. What effect does the lack of some of these buildings have on recruitment of students:
Very negative____ Somewhat negative____ Doesn't really matter____

* * * * * *

HERE IS MY OPINION ABOUT FUTURE PLANS AND PROGRAMS

54. What emphasis should be given in preparing students for graduate level study:
Top priority _____
Substantial emphasis_____
No change in current emphasis_____
Less emphasis _____

55. What emphasis should be given in <u>preparing</u> students <u>for</u> direct <u>career</u> involvement:
Increase emphasis____ Continue current emphasis____ Decrease emphasis____

56. Should an academic program be structured for the student who is seeking only two years of college level work prior to career involvement:
Definite need____ Should be studied carefully____ Should not be considered____

57. Which of the following two-year programs would interest one of your children or someone you know?

Two-year R.N. program	____	Biology	____
Dental Hygienist	____	Sales	____
Dental Assistant	____	Liberal Studies	____
Practical Nurse	____	Church Music	____
Bookkeeping	____	Computer Science	____
Chemistry	____	Office Management	____
Business Management	____	Journalism	____
Homemaking	____	Secretarial Studies	____
Court Reporter	____	Commercial Art	____
Applied Music	____	Para-Engineering	____
Para-Legal	____	Languages	____
Para-Medical	____	Early Childhood Education	____
Law Enforcement	____	Teachers' Aide	____
Social Science	____	Biblical Studies	____
Farm Management	____	Day-Care	____
Other _____		Other _____	

OPINION (cont.)

58. Are any of the above programs now offered at Bethel? Yes___ No___

59. If yes, how many_____

60. Should the two-year program lead to an associate degree? Yes___ No___

61. How do you think additional two-year programs will affect Bethel enrollment?
Significant increase____ Slight increase____ No Change____
Cause drop in enrollment____

62. Is the physical development of the student a legitimate goal for Bethel:
Very important____ Nominally important____ Not important_____
Should be dropped____

63. Does the physical development of a student assist in his development . . .

	Significantly	Nominally	Unrelated	Detracts
Spiritually	_____	_____	_____	_____
Mentally	_____	_____	_____	_____
Socially	_____	_____	_____	_____

64. Do you believe that the social development of the student should be a specific goal of Bethel: Yes___ No___ Don't know___

65. Is an emphasis on marital preparation a legitimate objective for Bethel: Yes___ No___ Don't know___

66. Should Bethel make a specific effort to prepare the student for marriage and for the mother/father roles which would normally be part of the marital experience: Yes____ No____ Don't know____

67. Should Bethel attempt to prepare a student to communicate his faith to others in an employment and/or home situation: Yes____ No____ Don't know____

68. Should Bethel attempt to prepare the student for involvement as a leader in a local church: Yes____ No____ Don't know____

69. Should Bethel involve students in some type of required spiritual activity in an off-campus situation: Yes____ No____ Don't Know____

70. Should Bethel involve students in off-campus work situations in an attempt to relate the concept of "faith and works": Yes____ No____ Don't know____

71. Do you feel that faculty and staff compensation is: Too high____
About right____ Too low____ Don't know____

72. If you believe that faculty and staff compensation is too low, indicate in order of preference (1, 2, 3, 4), what the trustees should do to raise salaries:
Raise tuition ____
Drop certain academic programs and transfer funds to salaries ____
Drop certain extra-curricular activities and transfer funds to salaries ____
Defer all building programs until salaries are at competitive levels ____

Others: _____

73. Assume that you are a trustee of Bethel College and that there is not sufficient money to support all of the academic and extra-curricular programs listed below. Assume you must cut 10 items from this list. Assign number 1 to the first item you would cut, then 2, 3, etc. until you reach 10.

____Accounting	____Drama Group Genesians	____Physics
____Art	____Gospel Teams	____Placement Service
____Biblical Literature	____Health Center	____Psychology
____Biology	____History	____Secretarial Studies
____Business Administration	____Journalism	____Social Science
____Chemistry	____Intramural Basketball	____Sociology
____Community	____Intramural Tennis	____Varsity Baseball
____Communications	____Intramural Baseball	____Varsity Basketball (male)
____Counseling Service	____Languages	____Varsity Basketball (female)
____Concert Choir	____Mathematics	____Varsity Golf
____Early Childhood Education	____Medical Technology	____Varsity Tennis
____Elementary Education	____Music	____Varsity Soccer
____English	____Music-Lecture Series	____Varsity Volleyball
____Engineering	____Physical Education	____Youth Convention

74. I have another bright idea. I'd cut cost by _____

_____

_____

75. Do you now consider yourself a:

Seriously, committed Christian ____
A Searching, uncertain Christian ____
Interested, but not a Christian ____
Not interested and not a Christian ____

DO NOT SIGN THIS QUESTIONNAIRE

Please put your completed questionnaire in the return envelope provided and mail today to:

Dr. Albert J. Beutler, President
Bethel College
1001 W. McKinley Ave.
Mishawaka, IN 46544

AL-76

APPENDIX B

PARENT OPINION SURVEY

BETHEL COLLEGE
PARENT OPINION SURVEY
PREPARED AND ADMINISTERED BY COMPRO, INC.
DECEMBER 30, 1976

It is not necessary to sign this questionnaire

1. I am the Father ____ Mother ____of the Student(s)

2. I am a resident of the state of _____.

3. Religious Background is:
____Missionary ____Roman Catholic ____Baptist ____Brethren
____Methodist ____Presbyterian ____No Church Affiliation
Other _____

4. My Son(s)____Daughter(s)____ is (are) now attending Bethel

5. If your child now attends Bethel does he/she live ____on Campus ____Off Campus

IF YOUR CHILD IS A FORMER STUDENT COMPLETE QUESTIONS 6,7,8,9

6. My son(s)____ daughter(s)____ attended but did not graduate from Bethel

7. My son/daughter graduated in 19__ 19__ 19__

8. My student's major was_____

9. My student lived ____on Campus ____ off Campus

* * * * * * * * * * * *

10. My personal formal education included:
Grade school _____
High school _____
Some college _____
College graduate _____ Institution: _____
Advanced degree _____ Institution: _____
My major was _____

11. My spouse's formal education included:
Grade school _____
High school _____
Some college _____
College graduate _____ Institution: _____
Advanced degree _____ Institution: _____
My spouse's major was _____

12. With reference to the cost of my student's education, I am paying the following percent of the total room and board and tuition:
Less than 10% __ 11-25% __ 26-50% __ 51-75% __ 75-99% __ 100% __.

13. If you are paying 25% or more of your student's educational bills, please indicate the following: It is agreed that my student will___ will not____ reimburse me for ____% of the monies advanced for his education.

P-76

14. What percentage of the monies paid for student's education came from savings? _____%.

15. What percentage was borrowed? _____%
Bank _____
Credit Union _____
Borrowed on life insurance _____
State Funds _____
Federal Funds _____
Other _____
_____

16. How did you participate in your student's selection of a college:
Made final choice _____
Limited type of schools to be considered _____
Established financial limitation _____
Visited campuses _____
Discussed each school being considered _____
Advised only as requested _____
Did not participate in any way _____

17. Was Ft. Wayne Bible College considered?: Yes____ No____

18. Were other Christian Schools considered?: Yes____ No____

19. List other Christian Schools considered:

20. Were any secular schools considered? Yes____ No____
If yes, indicate what type of institution.

____Junior colleges
____Regional campuses of state universities
____Main campuses of state universities
____Private secular schools

21. How many applications were submitted? ____

22. How many schools accepted your student?____

23. How many rejected your student? ____

24. In order of importance to you as a parent, what were the reasons for selecting Bethel over a secular school?

1. _____

2. _____

3. _____

P-76

25. In order of importance to you as a parent what were the reasons for selecting Bethel over other Christian Schools?

1. _____

2. _____

3. _____

4. _____

26. It would have been less expensive for you to send your student to a junior college, regional campus or main campus of a state university in the state of your residence. Why did you choose to spend the extra money to send your student to Bethel?

27. Did the fact that Bethel has an intercollegiate athletic program have an effect on your final decision relative to Bethel?

Significant effect ____ Slight effect ____ No effect ____ Negative effect ____

28. Did the fact that Bethel has a music program have an effect on your decision?

Significant effect ____ Slight effect ____ No effect ____ Negative effect ____

29. How would you rate a "Bethel education?"

	Excellent	Good	Average	Fair	Poor	Don't Know
a) Overall preparation	____	____	____	____	____	____
b) Major area preparation	____	____	____	____	____	____

30. How would you rate your student's development?

	Excellent	Good	Average	Fair	Poor	Don't Know
a) Physical development is	____	____	____	____	____	____
b) Social development is	____	____	____	____	____	____
c) Spiritual development is	____	____	____	____	____	____
d) Mental development is	____	____	____	____	____	____

31. Are you aware that Bethel students are asked to subscribe to certain rules of conduct while attending Bethel? Yes____ No____

32. How does your student respond to the rules of conduct?
Complains vigorously___ Complains slightly___ Does not complain___
Is favorably impressed___ Don't Know____

P-76

33. Please indicate your feelings as a parent about Bethel's rules in each of these areas:

	Enforce More Strictly	Keep Current Rule	Liberalize Current Rule	Abolish This Rule
Alcoholic beverages	____	____	____	____
Drug usage	____	____	____	____
Dress code	____	____	____	____
Smoking	____	____	____	____
Dancing	____	____	____	____
Dorm Hours	____	____	____	____

34. With reference to the rules on conduct listed above, do you feel that the enforcement of these rules has an important positive effect on the image PARENTS have of Bethel:
Very important effect__Some effect__No effect__Doesn't really matter__

35. Would the general CHRISTIAN PUBLIC agree___ disagree___ with the parent's view?

36. How important are the rules of conduct in assisting the student in his transition from the home situation to his own adult commitments:
Essential for growth___ Generally helpful___ No effect___
Retard student development____

37. In your opinion, during the past five years, how would you rate the job being done by the board of trustees:

Excellent	Good	Average	Fair	Poor
____	____	____	____	____

38. Bethel holds chapel one___ two___ three___ four___ five___ times a week.

39. Should chapel be discontinued? Yes___ No___

40. Should chapel be mandatory? Yes___ No___

41. Should attendance be taken in chapel? Yes___ No___

42. Indicate the order in which you would like to see the following buildings added to the campus (rate 1, 2, 3, 4, 5, 6, 7)

Chapel/Auditorium	____	New Gymnasium	____
Fine Arts Building	____	New Library	____
Student Center/Dining Center	____	Additional Dorm	____
Additional facilities for_____		Additional Classrooms	____

_____

43. My student complains about the Bethel facilities:
Frequently___ Occasionally___ Never____

44. If I were recommending a college today, I would____ would not____ recommend Bethel.

45. How many children do you have in Junior and Senior High? _____

46. How many of them will probably attend Bethel? _____

47. I've visited campus _____times.

48. In addition to payment of tuition, room and board, I send voluntary contributions to Bethel _____times a year.

49. My total annual contributions to Bethel are approximately $_____

50. When my current student graduates, I intend to:
Contribute regularly to Bethel____ Give only to special projects____
Have no plans to contribute____

51. I've talked to President Beutler ____times.

52. I've talked to retired President Pannebecker ____times.

53. I've talked to Academic Dean Gerber ____times.

54. I've talked to Dean of Students Don Granitz ____times.

55. I've helped recruit ____new students.

56. As a parent, I feel that Bethel keeps me informed as follows:

	Excellent	Good	Average	Fair	Poor
Academic progress of my student	_____	___	_____	___	___
Spiritual progress of my student	_____	___	_____	___	___
Social progress of my student	_____	___	_____	___	___
Information regarding athletic programs	_____	___	_____	___	___
Information regarding fine arts programs	_____	___	_____	___	___
Information on special events on campus	_____	___	_____	___	___
Special faculty & staff awards or training	_____	___	_____	___	___
Overall needs of the school	_____	___	_____	___	___

57. Name the publications which you receive on a regular basis from Bethel.

58. I rate my overall interest in Bethel as:
High____ Good____ Average____ Fair____ Poor____

59. What emphasis should be given in preparing students for graduate level study?
Top priority____Substantial emphasis____No change in current emphasis___
Less emphasis____

60. What emphasis should be given in <u>preparing</u> students <u>for</u> direct <u>career</u> involvement:
Increase emphasis____ Continue current emphasis____ Decrease emphasis____

61 Should academic programs be added to the curriculum for the student who is seeking only two years of college level work prior to career involvement:
Definite need____ Should be studied carefully____ Should not be considered____

P-76

62. Which of the following two-year programs would interest one of your children or someone you know?

Two-year R.N. program	_____	Biology	_____
Dental Hygienist	_____	Sales	_____
Dental Assistant	_____	Liberal Studies	_____
Practical Nurse	_____	Church Music	_____
Bookkeeping	_____	Computer Science	_____
Chemistry	_____	Office Management	_____
Business Management	_____	Journalism	_____
Homemaking	_____	Secretarial Studies	_____
Court Reporter	_____	Commercial Art	_____
Applied Music	_____	Para-Engineering	_____
Para-Legal	_____	Languages	_____
Para-Medical	_____	Early Childhood Education	_____
Law Enforcement	_____	Teacher's Aide	_____
Social Science	_____	Biblical Studies	_____
Farm Management	_____	Day-Care	_____
Other _____		Other _____	
_____		_____	

63. Are any of the above programs now offered at Bethel? Yes___ No___

64. Is "yes", how many? _____

65. Should the two-year program lead to an associate degree? Yes___ No___

66. How do you think additional two-year programs will affect Bethel enrollment?
Significant increase___ Slight increase___ No Change___ Cause drop____

67. Is the physical development of the student a legitimate goal for Bethel?
Very important____ Nominally important____ Not important____
Should be dropped____

68. Does the physical development of a student assist in development...

	Significantly	Nominally	Unrelated	Detracts
Spiritually	_____	_____	_____	_____
Mentally	_____	_____	_____	_____
Socially	_____	_____	_____	_____

69. Do you believe that the social development of the student should be a specific goal of Bethel? Yes___ No___ Don't know___

70. Is an emphasis on marital preparation a legitimate objective for Bethel?
Yes___ No___ Don't know___

71. Should Bethel make a specific effort to prepare the student for marriage and for the mother/father roles which would normally be part of the marital experience? Yes___ No___ Don't know___

P-76

72. Should Bethel attempt to prepare a student to communicate his faith to others in an employment and/or home situation? Yes___ No___ Don't know___

73. Should Bethel attempt to prepare the student for involvement as a leader in a local church? Yes___ No___ Don't know___

74. Should Bethel involve students in some type of required spiritual activity in an off-campus situation? Yes___ No___ Don't know___

75. Should Bethel involve students in off-campus work situations in an attempt to relate the concept of "faith and works?" Yes___ No___ Don't know___

76. Do you feel that faculty and staff compensation is:
Too high____ About right____ Too low____ Don't know____

77. If you believe faculty and staff compensation is too low, indicate in order of preference (1, 2, 3, 4) what the trustees should do to raise salaries:

Raise tuition ____
Drop certain academic programs and transfer funds to salaries ____
Drop certain extra-curricular activities and transfer funds to salaries ____
Defer all building programs until salaries are at desired levels ____
Other _____
_____

78. Assume that you are a trustee of Bethel College and that there is <u>not sufficient money</u> to support all of the academic and extra-curricular programs listed below. <u>Assume</u> you must cut 10 items from this list. Assign number <u>1</u> to the first item you would cut, then 2, 3, etc., until you reach 10.

____Accounting
____Art
____Biblical Literature
____Biology
____Business Administration
____Chemistry
____Community Relations
____Communications
____Concert Choir
____Counseling Service
____Early Childhood Education
____Elementary Education
____English
____Engineering
____Drama Group Genesians
____Gospel Teams
____Health Center
____History
____Journalism
____Intramural Basketball
____Intramural Tennis
____Intramural Baseball
____Languages
____Mathematics
____Medical Technology
____Music
____Music-Lecture Series
____Physical Education
____Physics
____Placement Service
____Psychology
____Secretarial Studies
____Social Science
____Sociology
____Varsity Baseball
____Varsity Basketball (Male)
____Varsity Basketball (Female)
____Varsity Golf
____Varsity Tennis
____Varsity Soccer
____Varsity Volleyball
____Youth Convention

79. I have another bright idea. I'd cut cost by _____

_____

_____

80. Do you now consider yourself a:

Seriously, committed Christian ____
A searching, uncertain Christian ____
Interested, but not a Christian ____
Not interested and not a Christian ____

* * * * * * * * * * * * *

DO NOT SIGN THIS QUESTIONNAIRE

PLEASE PUT YOUR COMPLETED QUESTIONNAIRE IN THE ENVELOPE PROVIDED AND MAIL TODAY TO:

DR. ALBERT J. BEUTLER, PRESIDENT
BETHEL COLLEGE
1001 W. MC KINLEY AVE.
MISHAWAKA, INDIANA 46544